

Gadsden County Schools

# Stewart Street Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Stewart Street Elementary School

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www.gadsdenschools.org

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.



## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Our faculty and staff works collaboratively with students parents and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

Our Core Values include:

- .Exceeding Expectations Everyday (E3)
- .Strong Tiered Instruction
- .Seeking to Understand

#### **Provide the school's vision statement.**

Stewart Street Elementary School works collaboratively to create an environment that fosters academic and personal growth for all students in a high quality learning environment that is safe and that demonstrates appropriate social behavior.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Pamela	Principal	The Principal's role is to demonstrate Instructional Leadership necessary to develop, implement, and evaluate comprehensive programs and support services for teachers and students. The leader optimizes available resources and maintains a safe, caring, and enriching environment to promote student success. In addition, the leader's role is to build capacity in the building to promote a thriving organization.
Germany, Christopher	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Green, Thaddius	Assistant Principal	The Assistant Principal's role is to perform administrative duties and be an instructional leader who helps the Principal carry out the educational goals of the school and the district.
Bell-Key, Twanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Branch, Whitney	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
House, Lauren	Teacher, PreK	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Ross-Thomas, Martha	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Murray, Wanda	Teacher, K-12	The Teacher's role is to provide an educational atmosphere in which students will move towards the fulfillment of their potential for intellectual, emotional, physical growth, and maturation in accordance with the district's philosophy, goals, and objectives.
Hinson, Doris	Instructional Coach	The instructional coach works closely with teachers to provide best practices in teaching and learning. She looks at data and assists with progress monitoring.

Name	Position Title	Job Duties and Responsibilities
Thomas, Raneceia	Instructional Media	The Media Specialist supports teachers by reinforcing ELA standards. She spearheads reading initiatives and supports the school as a resource for technology.

Harris, Robert School Counselor The School Counselor collaborates with staff, parents, and the district to support behaviors and academics for students. He provides guidance and spearhead interventions to support tiers of students.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our leadership team was selected by the principal. There are representatives from each grade and department.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Stewart Street Elementary School will review data frequently to decide weaknesses and strengths of the students and to make instructional adjustments. Teachers will meet weekly to disaggregate the data.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: D



	2020-21: B
	2019-20: B
	2018-19: B
	2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	44	13	29	34	19	0	0	0	178
One or more suspensions	9	0	6	28	17	21	0	0	0	81
Course failure in English Language Arts (ELA)	6	11	10	11	3	2	0	0	0	43
Course failure in Math	8	11	10	7	1	0	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	37	45	29	0	0	0	111
Level 1 on statewide Math assessment	0	0	0	10	41	28	0	0	0	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	1	33	0	0	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	9	8	10	4	1	0	0	0	37

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	7	4	18	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	9	0	0	0	12

### Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	1	0	0	0	0	0	1
One or more suspensions	6	11	19	16	19	18	0	0	0	89
Course failure in ELA	4	10	14	6	8	5	0	0	0	47
Course failure in Math	2	13	10	3	2	2	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	2	24	37	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	1	36	50	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	63	77	59	0	1	1	0	0	0	201

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	7	22	27	3	16	18	0	0	0	93

**The number of students identified retained:**

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	3	1	8	0	0	0	0	0	12
Students retained two or more times	0	0	1	4	5	3	0	0	0	13

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	1	0	0	0	0	0	1
One or more suspensions	6	11	19	16	19	18	0	0	0	89
Course failure in ELA	4	10	14	6	8	5	0	0	0	47
Course failure in Math	2	13	10	3	2	2	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	2	24	37	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	1	36	50	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	63	77	59	0	1	1	0	0	0	201

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	7	22	27	3	16	18	0	0	0	93



The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	3	1	8	0	0	0	0	0	12
Students retained two or more times	0	0	1	4	5	3	0	0	0	13

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24			24			42		
ELA Learning Gains	36			19			55		
ELA Lowest 25th Percentile	38			29			68		
Math Achievement*	23			22			62		
Math Learning Gains	56			22			68		
Math Lowest 25th Percentile	52			29			65		
Science Achievement*	19			15			31		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	45						21		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	45			
AMI				
ASN				
BLK	35	Yes	1	
HSP	26	Yes	1	1
MUL				
PAC				
WHT				
FRL	35	Yes	1	

**Accountability Components by Subgroup**  
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	24	36	38	23	56	52	19					45
SWD	39	35	23	43	67	40	33					



2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
ELL												45
AMI												
ASN												
BLK	25	37	41	22	54	50	19					
HSP	0			33								45
MUL												
PAC												
WHT												
FRL	25	36	38	23	55	52	19					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	24	19	29	22	22	29	15					
SWD	41	29		44	24		38					
ELL												
AMI												
ASN												
BLK	25	16	21	22	21	29	15					
HSP	8			14								
MUL												
PAC												
WHT												
FRL	24	19	29	22	21	25	15					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	55	68	62	68	65	31					21
SWD	43	60	67	56	54	67	41					
ELL	46	45		54	55							21
AMI												
ASN												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
BLK	41	58	69	62	69	68	31					
HSP	53	50		63	57							21
MUL												
PAC												
WHT												
FRL	41	54	68	63	70	68	29					23

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science was the lowest performing area. Instructional delivery, conditions for learning, lack of motivation from the teacher and students were all contributing factors to the low performance. To add, progress monitoring was not frequent enough to make an impact on instruction and learning.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science showed the greatest decline. On the 2021-2022 school year Science assessment, we obtained 19% proficiency. During the 2022-2023 assessment, we decreased to 2% proficiency. Lack of exposure to the standards contributed to the decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Again, Science was the data component with the greatest gap when compared to the state. Lack of exposure to the standards contributed to the decline.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Third grade showed the most improvement in ELA. We begin to build capacity with the teachers, provided more professional learning, after reviewing the data, we made adjustments to academic learning.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

One area of concern was the number of discipline incidents. Another area was student attendance.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Science Achievement
2. ELA Achievement
3. Math Achievement
4. Improve conditions for learning (discipline)
5. Improve attendance (staff & students)

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

:



**#1. Positive Culture and Environment specifically relating to Early Warning System**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Stewart Street Elementary School had high number of discipline referrals 2022-2023. We had 458 discipline incidents that greatly impacted teaching and learning. The frequency of issues caused the administrative team to focus more attention on behaviors, than the academics happening in the classroom.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, discipline incidents will decrease by at least 50%. Each grade-level will set discipline expectations to help us meet this goal. A school-wide behavior program will be launched to assist with incentivizing students on their best behavior.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The Administrative team will pull reports weekly to monitor the number of incidents. In addition, each team will monitor the number of incidents happening on their grade-level and develop plans to decrease frequency.

**Person responsible for monitoring outcome:**

Christopher Germany (germanyc@gcpsmail.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement the "Mustang Stamps" where students earn stamps based on discipline in their Special Area. Once students earn so many, they will be incentivized. In addition, third through fifth grade will implement student planners to communicate between the school and home. To add, a number of clubs will be added to build the culture with students. For example, the GAP Girls (Girls and Pearls who will build character with young girls; they will wear sweaters and pearls to identify the organization and instill a sense of pride). The guys will implement the Boys of Wisdom (BOW boys who will build gentleman characteristics in our boys; they will wear cardigans and bow ties). We will jump start our Safety Patrols who will enforce safety on campus. We will also have a Cheer Squad, student helpers with our high performing students, and multiple incentives to motivate students to be on their best behaviors.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Our student's discipline issues increased because of a lack of involvement in extra curriculum activities. We noticed that when they were involved and included, their discipline issues decreased to none. Therefore, we have incorporated more clubs to involve students, as well as incentive programs to motivate them to do well.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes



### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. We will implement the the Mustang Stamps
2. We will provide student planners for 3rd-5th grade students
3. We will incorporate clubs to build capacity with our students
4. We will provide incentives to our students to motivate them to be on their best behavior
5. Hire a Mental Health consultant to assist with student needs

**Person Responsible:** Christopher Germany (germanyc@gcpsmail.com)

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After closely analyzing data and looking at different subgroups, there was a huge discrepancy in student proficiency in Math, ELA, and Science classes throughout each grade level, which suggest that instruction is not aligned with benchmarks.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By end of the 23-24 academic school year, student proficiency in the areas of Math, ELA, and Science will increase by 30% as measured by the FAST.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Benchmark aligned instruction will be monitored by the following efforts to increase student proficiency in the areas of Math, ELA, and Science by 30%.

- 1. Weekly PLC Discussions using data
- 2. Daily Walkthroughs
- 3. Literacy Leadership Team and Math/Science Leadership Team Walkthroughs
- 4. Common Formative Assessments
- 5. Progress monitoring of state assessments

**Person responsible for monitoring outcome:**

Pamela Jones (jonesp@gcpsmail.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Weekly Walkthroughs will be used to provide teachers feedback on instructional strategies and their impact on student learning. We want teachers to be intentional with their checks for understanding and begin monitoring how many students are being positively impacted during instruction. Professional Learning Communities will be held weekly to ensure teachers collaborate to discuss the lessons, standards, and instructional strategies they will be using. This will assist new teachers, as well as teachers who may be struggling with with instructional delivery. In addition, we should see consistency among the teams during walkthroughs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The master schedule has been redesigned at the school so that teachers have a common planning for PLC purposes. Best practices from the PLCs are to be carried out and implemented in classrooms. Weekly walks will allow Admin and the Reading Coach the opportunity to monitor the implementation of the practices as well as provide feedback to teachers.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Revamp Master Schedule for Common Planning
2. Admin and Reading Coach Facilitate PLC
3. Admin, Reading Coach, and Teachers create learning scales
4. Admin, Reading Coach, and Teachers create daily activities
5. Students engage in activities for mastery
6. Following PLC, discuss formative assessment data and plan for enrichment and remediation
7. Hire interventionists to assist with ELA, Math, and Science

**Person Responsible:** Pamela Jones (jonesp@gcpsmail.com)



**#3. Positive Culture and Environment specifically relating to Teacher Attendance**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After analyzing teacher attendance data, we noticed that teacher attendance had a major impact on student data results.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 23-24 academic school year, 90% of our teachers will be in attendance daily.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Teacher attendance will be monitored by the following efforts to increase in this area of focus.

1. Skyward/TruTime

**Person responsible for monitoring outcome:**

Thaddius Green (greent@gcpsmail.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Some of the interventions we will implement to assist with this area of focus is:

1. Duty Free Lunch
2. Mustang Mondays
3. Words of Affirmation in Teacher Mailboxes
4. Special Treats/ Incentives
5. Faculty and Staff Monthly Recognition

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale is that we have had too many teachers absent on a daily basis. This has significantly hindered the impact on student learning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide ways to motivate teachers to report to work
2. Track teacher attendance on a weekly basis

**Person Responsible:** Pamela Jones (jonesp@gcpsmail.com)



### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The process to review our school improvement funding allocations and resource allocations involved a meeting with the leadership team. The team discussed the areas of focus for the school year and decided how we are going to address these areas. During this time, we brainstormed resources that will help us to bring instruction "alive" for our boys and girls. We used professional experience, assessment data, as well as input from parents to help us with the final conclusions of our plan.

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

#### Grades 3-5: Instructional Practice specifically related to Reading/ELA

#### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2 Measurable Outcomes

#### Grades 3-5 Measurable Outcomes

**Monitoring**

**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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**Title I Requirements**



**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
 List the school's webpage\* where the SIP is made publicly available.

Stewart Street Elementary will host a number of parent meetings, including: Parent Expo, Parent Nights, SAC Meetings, and Title I Meetings. During these meetings, we will have a Q & A session to address needs or concerns regarding the SIP and UNISIG budget.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**  
 List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will utilize the Classroom Dojo to communicate and update parents on school happenings. We will also use the parent portal in FOCUS, as well as parent/teacher conferences to build positive relationships with parents and families. In addition, we will utilize our social media platforms to keep the community abreast with school events and student needs.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)**

Stewart Street Elementary will provide Morning Enrichment to students after breakfast, afternoon tutoring and enrichment through our Mustang Academy After-school Program, and during school hours, students will be provided an intervention/enrichment block to assist with learning. Our 3rd-5th grade classes will be departmentalized for maximum learning time.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Stewart Street Elementary students work with the School Counselor, School Social Worker, Art Therapists, and Mental Health Specialist to improve Social and Emotional Skills. In addition, each



teacher implements an SEL curriculum from their HMH basal. Lastly, the implementation of the GAP Girls & BOW Boys will help to improve skills outside of academics.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

During the 2023-2024 school year, Stewart Street Elementary School will implement the Positive Behavior Intervention & Support (PBIS) strategies to address problem behaviors.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Stewart Street Elementary will host weekly Professional Learning Communities (PLC) for teachers to collaborate on teaching and learning. Monthly, we will host Professional Learning (PL) sessions with teachers and paraprofessionals. The school has also implemented a Literacy Leadership Team and a Math/Science Leadership Team to better service the needs of teachers and students.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

The school hosts a PreK Orientation for our preschool students in the beginning of the year. In addition, the Transitions Days are scheduled for students to tour the campus and meet the teachers. Lastly, our teachers conduct home visits.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$105,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$20,000.00
<i>Notes: Students will partake in the Positive Behavior store and other activities to encourage positive behaviors.</i>						
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$40,000.00
<i>Notes: Educational Field Trips</i>						

			0201 - Stewart Street Elementary Schl	UniSIG	200.0	\$10,000.00	
<i>Notes: Club apparel for Boys of Wisdom (BOW), Girls and Pearls (GAP), Safety Patrol, &amp; Cheer Squad.</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$500.00	
<i>Notes: Mustang Stamps</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$21,000.00	
<i>Notes: Mental Health consultant (part-time)</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$7,000.00	
<i>Notes: Student recreational center for positive behavior</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$7,000.00	
<i>Notes: STEM Lab: student lab coats and stools</i>							
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Benchmark-aligned Instruction</b>				<b>\$99,630.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$25,000.00	
<i>Notes: K-2 Interventionist for ELA and Math (part-time)</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$25,000.00	
<i>Notes: 3-5 Interventionists for ELA and Math (part-time)</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$2,500.00	
<i>Notes: Literacy Leadership Team &amp; Math/Science Leadership Team</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$19,115.00	
<i>Notes: B.E.S.T. Math Specialist to support teachers and students</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$5,000.00	
<i>Notes: Professional Learning materials and supplies</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	230.0	\$9,515.00	
<i>Notes: Everglades Math</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	230.0	\$10,000.00	
<i>Notes: Florida Coach</i>							
			0201 - Stewart Street Elementary Schl	UniSIG	459.0	\$3,500.00	
<i>Notes: Lab coats and lab stools for the STEM lab</i>							

3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$16,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0201 - Stewart Street Elementary Schl	UniSIG	75.0	\$2,500.00
<i>Notes: Mustang Mondays to motivate teachers at the start of the week</i>						
			0201 - Stewart Street Elementary Schl	UniSIG	75.0	\$9,485.00
<i>Notes: Faculty &amp; Staff recognitions</i>						
			0201 - Stewart Street Elementary Schl	UniSIG	75.0	\$5,000.00
<i>Notes: Teacher &amp; staff awards and appreciation</i>						
<b>Total:</b>						<b>\$222,115.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No